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A curriculum guide for ninth grade social studies is presented. In teaching social studies there should be a balance between the teaching of facts, and the teaching of intellectual disciplines and foundation learnings that are prerequisite to understandings. In the classroom, the children should be encouraged to practice the principles of free government, citizenship, and human relations.

Three phases of the social studies are highlighted -- government, economics, and sociology. The course is provided for the needs of students of varied abilities and interests, and teachers should relate subject matter to the diverse interests and backgrounds of the students. Included are bibliographies for teachers and students, a list of audio-visual aids, and three sample lessons.

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SOCIAL SCIENCE COURSE OF STUDY

Grade Nine

DIVISION OF CURRICULUM DEVELOPMENT AND RESEARCH

THE BOARD OF PUBLIC EDUCATION

S. P. Marland, Jr., Superintendent

PITTSBURGH, PENNSYLVANIA

September 1964

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HEALTH, EDUCATION, AND WELFARE

COMMITTEE

Robert Blaszak

Edwin Harr

Ann Leifer

Paul Dreibelbis, Senior Supervisor
Citizenship and Social Studies
Section on Instructional Services
Secondary Schools

Mary L. Molyneaux
Director of Curriculum

B. J. McCormick
Assistant Superintendent for
Curriculum and Research

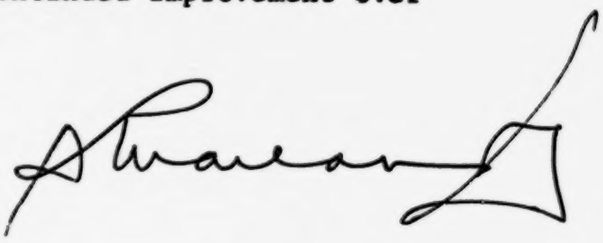
PREFACE

This publication is a part of the evolving design for teaching and learning that the professional staff of the Pittsburgh Public Schools is creating. In many fields we have been heavily assisted in this work by the direct involvement of our neighboring university scholars, and by the substantial investment of local and national foundation funds.

The curriculum is the central skeleton upon which the teacher builds the arrangements for learning. It gives constancy and structure to the educational process, never inhibiting or containing the freedom of the teacher to teach creatively within its framework.

Curriculum development in a good school system never stops. As our society changes, and as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond. It is in this spirit that this document has been thoughtfully and conscientiously developed by our colleagues, for the good of all children and teachers in Pittsburgh. It represents the legal authority of the people through the Board of Education, in declaring what children should learn, and it represents the best judgment of our faculty in declaring the processes through which these ends are achieved.

But no curriculum guide, no matter how close to perfection it may aspire, is of any value until it is wholly possessed by all the teachers who come within its scope. Accordingly, I commend this guide to all teachers concerned, and ask that you make it a product of your own individual commitment, and contribute to its continued improvement over the years.



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FOREWORD

Inherent in social studies, as in no other academic subject in the schools, is a potential for human good. It deals with man's spirit, his aspirations, his trials, his hatreds, his fears, his progress, his attitudes, his courage, his politics, his sacrifices, his sense of brotherhood, his religion, his freedom, his love. By its very nature, social science does not lend itself to concrete and readily digested facts or processes as do arithmetic, spelling, reading, and the physical sciences.

Fundamentally, social studies embrace history, geography, economics, political science, sociology, and civics or citizenship. Social studies are more concerned with ideas than with things. The facts of history or citizenship or geography are not ends in themselves, but should serve as foundations on which to build <u>understandings</u>, <u>attitudes</u>, and <u>sensitivities</u>. A goal of the social studies is to view, evaluate, and make decisions in the present in the light of the past with the earnest desire of building a better future through the evolution of civilized and educated men.

In the teaching of social studies there must be a balance between the teaching of facts, per se, and a development of intellectual disciplines and foundation learnings that must be a prerequisite to honest understandings. In the teaching of social studies the school and the classroom become a laboratory where children are encouraged to practice the principles of free government, citizenship, and human relations.

The on-rushing politics, technology, and strife of the twentieth century have left far behind them man's understanding of man. It is to this grave deficit in our civilization that the social studies address themselves. It is to this appalling task that the social studies teacher humbly and courageously comes to grips.

INTRODUCTION

This course of study has been developed to make ninth-grade social science more meaningful for the teacher as well as the students. Although it will be of particular assistance for the beginning teacher, it will be of value to all teachers. With this aim in mind, the committee has built a fairly detailed course; each lesson typically represents one day's work. However, it is very important for the teacher to understand that he is not rigidly bound to the course of study. In fact, a glance at the overview will show that time has been reserved during the year for a variety of activities. The individual teacher may wish to use this time for tests, current events, extra library periods, movies, special projects, or expansion of some lessons.

The course has certain implications, which the name "social science" immediately suggests. It does not "cover everything." There are really three phases highlighted: government, economics, and, to a lesser degree, issues related to sociology. Because social science demands a systematic study of basic principles, the teacher should insure that these major concepts will be made clear to the students.

Each teacher should have the following materials for his own use:

Smith, H. F., Bruntz, G. G., Tiegs, E. W., and Adams, F., *Your Life as a Citizen*, Revised, Annotated Edition. Boston, Ginn and Company, 1961. (Text)

Smith, H. F., Bruntz, G. G., Tiegs, E. W., and Adams, F., *Thinking and Learning Workbook to Accompany Your Life as a Citizen*, Revised, Teachers' Edition. Boston, Ginn and Company, 1961.

Pittsburgh Government. League of Women Voters of Pittsburgh, 1961. (Pamphlet)

Introduction to Pennsylvania Government and Politics. Harrisburg, Pennsylvania State Chamber of Commerce, 1961. (Pamphlet)

Wilcox, C., Weatherford, W. D., Jr., and Hunter, H., *Economies of the World Today*. New York, Harcourt, Brace and World, 1962. (Paperback, for reference)

Competitive Prices in Action, Chicago, The Industrial Relations Center, University of Chicago, 1958. (Pamphlet for reference)

Social Security Kit. (Folder containing variety of materials)

The first four items above are available at the bookroom; the next two can be obtained from the department head or supervisor; the last is available via phone from the nearest Social Security office. Each student will have the text only. A class set of *Pittsburgh Government* and *Introduction to Pennsylvania Government and Politics*, for use in the classroom only, can be requisitioned in the school.

The average student comes to this course with such social-science skills as the ability to extract pertinent information from text material, read maps, understand simple graphs, write original paragraphs, and speak before his peers. There is opportunity in this course for the student to use these skills and add others. The student will need to learn how to take notes and how to reach conclusions or judgments on the basis of what he reads and hears. He will be called upon to develop a much greater ability to interpret graphs and charts. For the first time students will be dealing at length with issues that do not have "right" or "wrong" answers, but about which decisions are being made on the basis of policy. Therefore, students must begin to form their own conclusions on the basis of evidence, not emotion--a true social-science objective.

The teacher, to teach accurately, must review his statistical information. Whether the topic is gross national product, population, per capita income, legislative apportionment, social security, or almost any other subject for investigation, the data are changing. Some sources of up-to-date figures which should be in each school library are:

Statistical Abstract of the United States

Britannica Book of the Year

World Almanac

Information Please Almanac

To facilitate the teaching of this course as social science, the committee has somewhat rearranged the text, and has written lessons utilizing supplementary materials. Upon the completion of the course, the student should be better able to analyze the world in which he finds himself, and more effectively participate as a democratic citizen now and in the future.

The committee would again like to stress that this course of study embodies basic principles, and that the teacher should feel free to add variety to suit specific needs.

OVERVIEW

Ninth-Grade Social Science

Text: Smith and Bruntz, *Your Life as a Citizen*, Revised Edition, Ginn and Company, 1961

Focal Points	Text Reference
I. United States Governments--Structure and Function	
A. Federal Government	37 lessons Pages 182-214 581-601
B. State Government	Pages 160-181
C. Local Government	Pages 131-159
Special References	
Chamber of Commerce, *Introduction to Pennsylvania Government and Politics*	
League of Women Voters, *Pittsburgh Government*	
Pennsylvania Manual	
II. Government in Action	33 lessons
A. Civil Liberties	Pages 216-231
B. The Political Process	Pages 234-255
C. Public Opinion	Pages 257-275
D. Comparison of Political Systems--United States and U.S.S.R.	Pages 277-298
E. Cost of Government	Pages 41-43 46-47 150-151 466-468
F. Social Legislation	Pages 3-22
G. Growth in American Education	
Special References	
Same as Unit I and	
Social Security Kit	
III. The United States Economy	40 lessons
A. The Nature of Our Economy	Pages 403-429
B. Forms of American Enterprise	Pages 431-451
C. The Consumer Dollar	Pages 474-490
D. The Work Force of the United States	Pages 452-473
E. Finding a Place in the Work Force	Pages 299-402
Special References	
University of Chicago, *Competitive Prices in Action*	
Wilcox, Weatherford, and Hunter, *Economies of the World Today*	
IV. Social Trends	25 lessons
A. Conservation	Pages 491-513
B. Family Life	Pages 8-53
C. Religious Life in America	Pages 54-75
D. The United States Population	Pages 76-103
E. Community Life in the United States	Pages 104-130

INTRODUCTION TO UNITS I AND II

The intent of the first half year of the ninth-grade social science course is to clarify the student's understanding of government in the United States at the various levels and to study in some detail selected issues that relate to the political process. The course provides explicit guidance for the teacher and students in the matter of ideas and concepts. However, since the course attempts to provide for the needs of students of varying abilities and interests, individual teachers themselves will determine the level of presentation and the activities to be used. Teachers must be aware at all times of the necessity of relating the subject material to the interests and background of their students. They are to keep in mind that this is the student's first and possibly last study of United States government and related issues in a systematic, structured manner. From this half year's study of the political process students should develop a balanced appreciation for life in an open society.

INTRODUCTORY LESSON

The teacher should explain to the class the organization of the course and the elements with which the students will become acquainted. Students should be aware that social science is the systematic study of group relations, and that in this course some aspects of economics, government, and social change will be emphasized.

Have the students examine the text *Your Life as a Citizen*; note that they will not study material in the exact order as is presented in the text.

To emphasize study techniques in social science, students should read in class pages 22-25 in Smith, H. F., Bruntz, G. G., Tiegs, E. W., and Adams, F., *Your Life as a Citizen* (hereafter referred to as Text). Discussion of this material should follow.

UNIT I. UNITED STATES GOVERNMENT--STRUCTURE AND FUNCTION

A. Federal government

1. The nature of all government (Text, pages 182-184)

Discuss the purpose of government in the home, community, and nation. Strengthen this point with the questions

a. What would happen if we did not have government?
b. What does government do for us? Emphasize important concepts on the blackboard.

2. Historic background (Text, pages 184-188)

Review the historical background of the present system of United States government. Use short student reports on background influences: Magna Carta, 1215; Bill of Rights, 1688; Articles of Confederation, 1781; Petition of Rights, 1628; Mayflower Compact, 1620. Show how these documents relate to the basic elements of our system.

3. Nature of the United States system of government (Text, pages 189-193) (See Appendix of this course of study for sample lesson.)

Have students read the assignment to get a clear concept of the basic elements of our system: federalism, separation of powers, check and balance system, written constitution, and judicial review.

4. General structure of the United States Constitution (Text, pages 584-601)

Examine this document with the class to show the general framework of the Constitution; clearly explain the Preamble. (Teacher may want to have this memorized.)

5,6,7. Executive department (Text, pages 589-591, 196-201)

a. By reading Article II of the Constitution, have students learn the following facts about the Presidency: manner of election, qualifications, military powers, power of appointment, treaty-making power, powers in relation to Congress.

b. Teacher should emphasize growth of Presidency. (Suggested activity for committee: compare the kinds of activities of the Presidency today with some other period.)

c. Have students complete a chart showing the main duties of the Cabinet. The teacher may duplicate an outline similar

to the one found on page 54 of the workbook. A student can report on the President's personal staff. Make a list of the main independent agencies.

8. Legislative department (Text, pages 584-588)

Students should especially learn the following about Congress:

a. Bicameral legislation
b. Manner of election
c. Qualifications
d. Apportionment
e. Organization of House and Senate
f. Legal provisions for passing laws
g. At least ten powers (see workbook, page 51)

9. Prohibited powers (Text, pages 588-589)

a. Students should be able to point out five powers denied to Congress which they consider most important.

b. Students should also be able to point out five powers denied to the States.

c. Teacher should stress relationship between these prohibited powers and the issues of our day.

10. Legislative department in action (Text, pages 201-207)

a. Develop the importance of the committee system in the legislative process. (See *World Week*, September 20, 1963, Volume 42, Number 4, pages 12-13, in library.)

b. Stress the influence of lobbyists.

c. Teacher may want to include other key aspects not in textbook--coalition, work of House Rules Committee, filibuster, clôture.

11. Judicial department (Text, pages 592, 207-211)

a. Types of Federal courts and major kinds of cases heard

b. Teacher should point out the role of the Supreme Court as the "last hope"

12. The remainder of the Constitution (Text, pages 593-596)

a. The amending procedure
b. The supremacy of the Constituion
c. Explanation of each of the first ten amendments

13. Constitutional changes since the Bill of Rights (Text, pages 597-601)

a. Indicate the advance of democracy through the following amendments: XIII, XIV, XV, XVII, XIX, XX

b. Review main points of remaining amendments

B. State government

1. Constitution and the Executive branch (Text, pages 160-165)

Compare the activities of a governor with the President.

2. Legislative branch (Text, pages 166-171)

a. Study how a bill becomes a law in the state legislature.

b. Highlight the influence of lobbies at state levels.

3. Judicial branch (Text, pages 171-175)

a. Clarify the kinds of courts.

b. Note the difference between civil and criminal cases.

4. Pennsylvania Constitution (*Introduction to Pennsylvania Government and Politics* (pamphlet), pages 1, 22; *Pennsylvania Manual*, Constitution)

a. Teacher can choose general and unusual features of the Pennsylvania Constitution.

b. Highlight the Declaration of Rights.

5. Pennsylvania executive and legislative branches (*Introduction to Pennsylvania Government and Politics*, pages 2-5)

a. Teacher can identify differences between Pennsylvania's executive and legislative branches and state governments in general. (See Text, pages 160-171.)

b. Students should be aware of names of key figures in both branches, and also be aware of current legislation.

6. Pennsylvania judicial branch (*Introduction to Pennsylvania Government and Politics*, pages 5-6; *Pennsylvania Manual*, Pennsylvania Constitution, Article V)

Types of courts and jurisdiction over cases (sample cases could be used here)

7. Revenues and responsibilities (*Introduction to Pennsylvania Government and Politics*, pages 7-8; *Pennsylvania Manual*, Pennsylvania Constitution, Article IX, III; Text, pages 175-177)

a. Main governmental activities in Commonwealth of Pennsylvania

b. Purpose of "government by authorities"

c. Areas of federal and state cooperation

8. Pennsylvania's local government (*Introduction to Pennsylvania Government and Politics*, pages 9-12--teacher may want to spread this over two days)

a. Students should identify the various levels of local government (counties, cities, boroughs, townships, and school districts).

b. Build a chart to compare the main officials and basic operations of each type of local government.

C. Local government

1. Background (Text, pages 132-136)

Teacher could present a large map of our local areas emphasizing various levels of local government; use specific names.

2. Levels of local government (Text, pages 136-141)

Point out the main features of county, township, and New England town governments.

3. Variations of city government (Text, pages 142-147)

Make a comparison of the structure, operations, and prevalence of these three types of city government:

a. Commission
b. City manager
c. Mayor-council

4. Services of local communities (Text, pages 147-153)

Stress the wide range of services for the common good.

5. Consolidation of local governments (Text, pages 153-157)

Teacher might want to have the students present arguments for and against the metropolitan plan to combine Pittsburgh and Allegheny County.

6. General introduction to Pittsburgh (*Pittsburgh Government*, League of Women Voters of Pittsburgh, 1961, pages 4-6, 27)

a. Teacher may want to add historical information about Pittsburgh through historical readings, brief lecture, student reports, etc.

b. Point out the unique relationship of Carnegie Library to the city government.

7. Pittsburgh--basic pattern of government (*Pittsburgh Government*, pages 10-13; *Pennsylvania Manual*, Article XV, State Constitution)

   a. Legal basis for Pittsburgh's government

   b. Main functions of the mayor and council

   c. Clarification of the differences between the police magistrates and aldermen

8. Pittsburgh--finances (*Pittsburgh Government*, pages 14-16)

   a. Point out main tax sources and expenses. (Teacher should get current figures.)

   b. Differentiate between treasurer and controller.

9. Pittsburgh--managerial and advisory agencies (*Pittsburgh Government*, pages 10, 17-19)

   a. Identify these agencies on the chart (page 10).

   b. Relate the operation of these agencies to the current situation.

10. Pittsburgh--service agencies (*Pittsburgh Government*, pages 20-24)

   a. Have the students make a list of about ten important functions representative of the following departments:

      (1) Public Safety
      (2) Public Works
      (3) Parks and Recreation

   b. Using the graphs on page 14, note the revenue role of the Water Department.

11. Pittsburgh--municipal authorities (*Pittsburgh Government*, pages 28-29)

   a. Define the term "authority" and explain its management.

   b. Select specific authorities, including those not mentioned in the pamphlet, and develop the following points about each:

      (1) Scope of activity
      (2) Method of financing
      (3) Special powers, such as eminent domain

12. Allegheny County--general introduction (*Pittsburgh Government*, pages 30-33)

    a. Explain make-up of county, using the city map in pamphlet or a county map. (Give each student a county desk outline map, available from bookroom.)

    b. Show executive and legislative powers of Commissioners.

    c. Relate the budget graphs to the everyday experiences of the students and their families.

13. Allegheny County--other elected officials (*Pittsburgh Government*, pages 32-37)

    Make a list of these county officials and their main functions.

14. Allegheny County--court system (*Pittsburgh Government*, pages 36-37)

    Emphasize the protective aspects of Juvenile and Orphans Courts, using sample cases for illustration.

15. Allegheny County--services (*Pittsburgh Government*, pages 37-40)

    Explain some of the main services provided by the county departments, especially election, health, aviation, and Allegheny County Sanitary Authority.

Readings for Teachers

American Government and Politics (National, State, and Local). Princeton, N. J., D. Van Nostrand Company, Inc., 1958.

Basic Constitutions (Introduction by Milton S. Eisenhower). State College, Pennsylvania, Penn's Valley Publishers, Inc., 1951.

Cooke, E. F., and Janosik, G. E., *Guide to Pennsylvania Politics*. New York, Holt, Rinehart, and Winston, Inc., 1961.

Deatrick, Elinor S., *The Pennsylvania Citizen*. New Brunswick, New Jersey, Rutger's University Press, 1958.

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Introduction to Pennsylvania Government and Politics, prepared and issued by Pennsylvania State Chamber of Commerce. Harrisburg, Pennsylvania, 1961.

McCutchen, S. P., Fersh, G. L., and Clark, N. I., *Goals of Democracy*. New York, The Macmillan Company, 1962.

The Pennsylvania Manual, 1959-1960, Iris Richey, editor. Harrisburg, Pennsylvania, 1959.

Steinberg, Samuel, *Contemporary Governments in a Changing World*. New York, Oxford Book Company, 1961.

Spaniol, Joseph F., Jr., *The United States Courts*. Washington, United States Government Printing Office, Document Number 233, 1959.

Warren, H. G., Leinenweber, H. D., and Andersen, R. O., *Our Democracy at Work*. Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1963.

Willis, William G., *The Pittsburgh Manual*. Pittsburgh, Pennsylvania, University of Pittsburgh Press, 1950.

Readings for Teachers and Some Students

Brown, S. and Peltier, C. H., *Government in Our Republic*. New York, The Macmillan Company, 1960.

"Congress and Our Living Constitution," *World Week*, Volume 42, Number 4, February 20, 1963, pages 6-45.

McClenaghan, William A., *Magruder's American Government*. Boston, Allyn and Bacon, 1958.

Marx, Herbert L., Jr., editor, *State and Local Government*. New York, The H. W. Wilson Company, 1962.

Van Doren, Carl, *The Great Rehearsal*. New York, The Viking Press, 1948.

Young, L. M., and Alderfer, H. F., *Know Pennsylvania*, State College, Pennsylvania, Penn's Valley Publishers, Inc., 1951.

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Commager, Henry Steele, *The Great Constitution*. Indianapolis, The Bobbs-Merrill Company, Inc., 1961.

Pittsburgh (packet), Pittsburgh National Bank, Pittsburgh, Pennsylvania.

Pittsburgh Government, with a brief introduction to Allegheny County Government. Pittsburgh Pennsylvania, League of Women Voters of Pittsburgh, 1961.

Rienow, Robert, *American Government in Today's World*. Boston, D. C. Heath and Company, 1962.

Ross, George E., *Know Your Government*. New York, Rand McNally and Company, 1959.

Shull, Rebecca, *Government at Work*. New York, Bold Face Books, 1962.

Audio-Visual Aids

Films*

Community Governments: How They Function
Congress, The
County Government
Day in Congress, A
Decision at Laurel Falls, The
Federal Government, The: The Plan of Organization
How a Bill Becomes a Law
Meet Your Federal Government
Our Living Constitution
Our Living Declaration
Our Town Is Our Classroom
Powers of Congress, The
Presidency, The
President, The
President's Cabinet, The
State Legislature
Supreme Court, The

Filmstrips

Amendments to the Constitution
Cabinet, The
Defining Democracy
Independent Administration Agencies

*Refer to the *Catalog of Audio-Visual Materials* and the latest supplement for annotations and catalog numbers.

UNIT II. GOVERNMENT IN ACTION

A. Civil Liberties

1. Rights of the people (Text, pages 215-221, *Pennsylvania Manual*, Pennsylvania Constitution, Article I, Declaration of Rights). Teacher may want to refer to Bill of Rights again, pages 595-596.

   a. Relate this material to current civil liberties issues.

   b. Clarify such technical terms as slander, libel, and sedition.

2,3. The process of law (Text, pages 221-228)

   a. Focus these two lessons on the safeguards provided by the American and British judicial systems; for example, in the United States a person is innocent until proven guilty.

   b. Teacher may want to use a current case or create an imaginary one to point up due process of law and equal protection.

   c. Clarify such technical terms as defendent, treason, double jeopardy, bail, ex post facto, self-incrimination, habeas corpus, perjury, grand jury, indictment.

4. Additional rights and responsibilities (Text, pages 228-231)

   a. Have students write a brief essay for part of the class period on this topic: "What responsibilities do I have to maintain these freedoms?"

   b. Clarify such terms as eminent domain, patent, and copyright.

B. The political process (The section may have more relevance at election time. If taught then, include the use of the *Voters' Directory*, Civic Club of Allegheny County, and coordinate the unit with the annual school election project.)

1. General voting procedures (Text, pages 234-240)

   Class discussion on the general information presented in the assignment.

2,3. Political parties and elections (Text, pages 241-248, possible additional material: *The Making of a President*, by Theodore White)

   a. Lecture, about 15 minutes, on history of major political parties.

   b. Identify the functions of political parties in a democracy.

   c. Use chart on page 243 to show ladder-like structure of party organization.

d. Point out ways in which political parties choose candidates in local and state elections.

e. Follow step by step the procedure for choosing a President and Vice President; use a current example.

f. Depending on student interest, teacher may wish to emphasize the characteristics of the Electoral College.

4. Progress in Politics (Text, pages 248-254)

a. Explain some of the important improvements in politics through the years (decline of boss rule, short ballot, etc.).

b. Class discussion on this topic: "From your neighborhood experiences or observations, how could you participate in political activity now and in the future?"

5. Pennsylvania's election system (*Introduction to Pennsylvania Government and Politics*, pages 13-15, 20-21; *Pennsylvania Manual*, Article VIII in State Constitution)

Stress whatever you feel is necessary here for your particular purposes.

6. Pennsylvania politics (Teacher (only) will use pages 15-18 in *Introduction to Pennsylvania Government and Politics* to explain the organization and financing of Pennsylvania's political parties, using blackboard for diagrams.)

7. Pittsburgh politics (*Pittsburgh Government*, pages 7-9)

a. Explain realistically the role played by the county committees in elections.

b. Make a list of voting qualifications in Pennsylvania.

C. Public opinion

1. Introduction (Text, pages 257-259)

a. Define public opinion and get student reaction to quotations on page 257.

b. With student participation, probe for the wide range of influences which make up public opinion. (For example, choosing a candidate, buying a dress, watching a particular television program).

2. Measuring public opinion (Text, pages 259-262)

Have a few students conduct a simple poll ahead of time, using some of their classmates as a sample group. Select topics of current interest to students. The class can interpret the findings and discuss the value of public-opinion polls.

3. Mass media (Text, pages 263-268)

   a. Introduce the new term "mass media" to replace "mass communications."

   b. Ask students which medium has the greatest influence on them and why; also discuss the desirability of being exposed to a variety of information sources.

   c. Point out difference between straight fact and opinion.

4. Propaganda (Text, pages 269-274)

   a. Caution the students that propaganda is not necessarily bad.

   b. Have the class give good examples from their own experiences to illustrate the six propaganda techniques.

D. Comparison of political systems--United States and U.S.S.R.

1. Library lesson

   Confer with the librarian to obtain suitable materials on these and similar political topics connected with the Soviet Union: civil liberties, structure of government, the one-party system, the role of the Communist Party, how leaders are chosen, political control of mass media.

2,3. Classroom discussion (Teacher may want to spend only one day here.)

   a. Teacher should give a brief explanation of the relationship between the Communist Party and Soviet government. Use diagram in these sources or others: Steinberg, Samuel, *Contemporary Governments*. New York: Oxford, 1961, page 117; *What You Should Know About Communism and Why*, Editors of Scholastic Magazines, New York, 1962, page 15.

   b. Develop a blackboard chart which compares the United States and the Soviet political practices, based on library readings.

E. The cost of government

1. Principles of taxation (Text, pages 277-281)

   a. For the first few minutes, have the class build a detailed list on the board of all the kinds of taxes which they and their families pay.

   b. Underscore the necessity for taxation.

   c. Decide with the class what constitutes a good tax.

2. Federal taxes (Text, pages 282-286)

Teacher may want to obtain a copy of the current edition of *Your Federal Income Tax*.

a. Emphasize the essential features of the following taxes: individual income, corporate income, excise, customs, estate and gift, and social security tax (briefly here).

b. Use the chart on page 285 to show major sources of revenue and expenses.

3. State and local taxes (Text, pages 286-290)

a. Demonstrate the operation of the property tax and sales tax with specific examples.

b. Refer to the chart on page 288 to compare the principal sources of revenue and expenses of local and state government.

4,5. Controls on government finances (Text, pages 290-296)

a. Define the term "national debt" and show from whom governments borrow.

b. Underline the role of the individual in controlling government borrowing and spending.

c. Have the students write a brief essay or editorial stating their own ideas about the present tax system (or specific taxes).

F. Social legislation

Note: The number of lessons here will depend on the availability of materials. Students should be made aware that the text does not treat this section in one concentrated place. Therefore, it will be necessary for the teacher to obtain up-to-date reference materials and possibly to contact the following offices: Pennsylvania Department of Public Welfare (Allegheny County Board of Public Assistance), Pennsylvania Employment Security Offices, and United States Social Security Office (for Social Security Kit).

1. Introduction

a. Define "social security."

b. Teacher should give brief historical background surrounding social security legislation.

c. Have the students write some brief anonymous comments in class on what they know about any phase of social security; collect these comments and use for class discussion.

2,3. The Social Security Act (Text, pages 41-43, 150-151, 467-468)

The categories of the act are: (1) Old-Age, Survivors, and Disability Insurance, (2) Unemployment Insurance (See Appendix), and (3) Public Assistance. To aid in the analysis of each of these categories, use the following criteria:

a. What is the program?
b. Who is eligible?
c. Who pays for it?
d. How is the program administered and safeguarded against improper use?
e. What are the benefits?

4. Other social programs (Text, pages 43, 466--Workmen's Compensation; pages 46-47--Public Housing)

Use the criteria from the previous lesson to examine among others, the following programs: Workmen's Compensation--state, (See Appendix), Surplus Food--county, Public Housing--city, county, federal, General Assistance--state through the county (other than Social Security Act).

G. Growth in American education

1. The value of our schools (Text, pages 2-7)

Have the class compile a list on the board of the many benefits provided by the schools. Include both general and specific points.

2. The rise of free public education (Text, pages 8-12; chart, page 13)

a. Develop the main steps here, such as the Massachusetts Bay Law of 1647, Land Ordinance of 1785, the work of Horace Mann and Thaddeus Stevens.

b. Make sure that the students understand the relationship between the growing public schools and social changes in the country.

3. State and local schools (Text, pages 12-16, *School Laws of Pennsylvania*, *Pennsylvania Manual*, Pennsylvania Constitution, Article X)

a. Demonstrate how local school boards carry out basic state school regulations.

b. Use an organization chart on the board to show the line of authority in local school districts (from school board president to student).

c. Refer to the chart on page 16 to identify the income from federal, state, and local sources.

4. Pittsburgh Public Schools (*Pittsburgh Government*, pages 25-26)

   a. Develop a general organization chart of the Pittsburgh Public Schools beginning with the Board of Education to show how the school system is structured.

   b. Teacher and students should develop a picture of how their particular school is run.

5. Federal participation in education (Text, pages 16-18)

   a. Class discussion on the assistance given to education by the Federal government over the years (bring text material up to date).

   b. Oral reports on Indian reservation schools, service academies, present situation with regard to Federal aid, etc.

6. Problems and experiments in education today (Text, pages 19-22)

   a. Indicate some of the important problems confronting our schools today.

   b. Note specific recommendations of the Conant Report, and hunt for changes in your school similar to those recommended in the report.

Readings for Teachers

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Audio-Visual Aids

Films

Are You a Good Citizen?
Basic Court Procedures
Citizenship and You
Electoral Tides of the Future, The
Federal Taxation
How We Elect Our Representatives
Look at Local Government, A.
Majority Vote
Our Basic Civil Rights
Political Parties
Property Taxation
Public Opinion
Sam'l and Social Security
Trail by Jury (State of Pennsylvania)
Tuesday in November
Understanding the Law: Equal Justice for All
Voting Procedures
Your Social Security

INTRODUCTION TO UNITS III AND IV

The second half of the course in ninth-grade social science consists of a strong emphasis on theoretical economics and its related workings in our present world, and a consideration of topics that are closely related to the students' life. The text materials that are available to the students do not explicitly develop abstract economic concepts, so the teacher must be alert to focus on these ideas in an appropriate way. The teacher must keep in mind and relate to his students at their level the three big problems of the American economy (other economies as well):

1. What shall be produced, and how?
2. How shall income (goods and services) be distributed?
3. How shall sufficient growth be assured?

The teacher should keep three important considerations in mind as he develops the second half of the social science course.

1. Students bring to this course a diversity of economic sophistication, background experience, and actual ability to deal with ideas.
2. This is the first and possibly the last time in the student's secondary education that he will study economics using a systematic, conceptual approach.
3. Out of this course the student should develop an appreciation of the workings of a market-based economy in an open society.

UNIT III. THE UNITED STATES ECONOMY

A. The nature of our economy

For this section, the teacher should make particular use of (1) *Competitive Prices in Action*--pamphlet, (2) *Economies of the World Today*--paperback (See Introduction to this course of study).

1,2. Introduction (Text, pages 403-412)

a. Comment on the term "Economics," stressing that it is concerned with man satisfying his wants; that it is a social science--a rational, analytical way of problem-solving the study of production, consumption, and distribution of goods and services.

b. Introduce the concept of "scarcity" which involves economizing and alternative cost. Explain alternative cost by a simple example involving choice--you have only a nickel; should you buy a candy bar or a pack of gum? If you buy the candy, you cannot buy the gum.

c. Explain the following key terms:

(1) Resources (human, capital, natural)

(2) Capital, capital goods, capital funds, capitalism

(3) Free enterprise--one way of combining productive resources

d. Analyze the reasons for the fact that Americans enjoy the highest standard of living in the world.

e. Explain how an economy is measured--Gross National Product, which is the total value of a nation's production, measured in money, of all goods and services produced in one year.

(See "Flow of Spending and Income" chart in Appendix.) The *Statistical Abstract* provides comparative statistics for this study.

3,4. Twentieth century production (Text, pages 413-418)

a. Teacher may want to give historical background for the development of mass production and automation as a continuation of the industrial revolution. Note the present growth in service industries.

b. Identify the characteristics of modern production by using an actual or imaginary industrial plant as an example.

c. Brief oral reports on industrial giants such as Carnegie, Rockefeller, Ford, and Morgan.

d. To get at the pros and cons of automation, arrange for a debate, a panel discussion, or some similar activity.

5,6. The market-place economy and its regulation (Text, pages 418-422)

a. Introduce the term "Market-Place Economy" which is not mentioned in the text. Explain that this is one of the main features of our American economy system in which consumers want things (demand) and producers provide these things (supply).

b. Discuss the term competition, showing its relationship to prices; use specific examples from students' experiences.

c. Have the students make a list of the practices used by producers to overcome competition.

d. Indicate various ways in which the government attempts to (1) maintain competition, (2) protect the public, and (3) regulate natural monopolies, such as public utilities.

7. The role of government in business (Text, pages 422-424)

a. From the text and students' knowledge, develop a list of government aids to business, financial and otherwise.

b. Give examples of businesses owned and operated by government.

c. Advance reasons for and against government ownership of business, and apply to examples in b.

8,9. Stability and economic growth (Text, pages 424-427, 447-448)

a. Introduce the term "Business Cycle" (not mentioned in the text) and relate the four phases of this cycle: prosperity, recession, depression, and recovery. Define inflation and deflation, showing the relationship to stability.

b. Discuss the main ways which have been used to keep the economy stable since the great depression of the 1930's.

c. Emphasize the economic principle that economic growth is accompanied by an increase in per capita income when a country's production grows faster than its population. Apply this realistically to present conditions in the United States. (Check current almanacs or other references for necessary statistics.)

10,11. Comparison of economic systems--United States and U.S.S.R.

Reread Text, pages 411-412, 427 (about the Soviet Union). Teacher should consult (1) Lovenstein, Meno, *Capitalism, Communism, Socialism*, Minneapolis, Curriculum Resources, Inc., 1962 (paperback), and (2) audio-visual section at the end of this unit.

Using the following criteria, the teacher should build a chart on the board comparing the two systems:

a. Average annual rate of growth in gross national product

b. Stability (prices, employment)

c. Standard of living (per capita income)

d. Management of the economy (market vs. planned) at home and abroad

e. Personal rights--economic, political, social

B. Forms of American enterprise

1,2. The single proprietorship and the partnership (Text, pages 430-437)

a. Use the chart on page 116 in the workbook to start the study of our business organizations; students should understand the nature of the single proprietorship and partnership and the respective advantages and disadvantages.

b. Examine the reasons for federal aid to the farmer and its effectiveness. See chart, page 437.

3. The corporation (Text, pages 438-440)

a. Point out that the corporation is the dominant form of business today and tends to increase in size; that the individual stockholder may not have a voice in making policy.

b. Refer to the chart again in the workbook on page 116 to build further comparison; note especially the term "limited liability."

c. Have the class form a corporation to visualize its structure. Note the following: reasons for starting the corporation, legal procedure (charter), sale of stock, electing directors, hiring managers.

4. The stock market (Text, pages 440-442)

a. Students could bring in stock-market section of newspaper, or teacher could make use of example on page 117 of workbook, for the purpose of making vivid the following terms: stock, dividend, stock exchange, broker, bond, interest, mutual fund.

b. Underscore the function of the stock market as a means of changing ownership of corporations providing capital for enterprises, and individual investments.

5. The cooperative (Text, pages 442-443)

   a. Complete the chart on page 116 of the workbook.

   b. Note the uniqueness of the growth of cooperatives in the rural United States and some European countries; however, cite local examples, such as cooperative apartments and credit unions.

   c. Brief oral reports on the history of cooperatives, the cooperative movement today in some European country, and one or more specific cooperatives in the United States.

6. Uses of money (Text, pages 443-445)

   a. Clarify the chief purposes of money, including the means to obtain goods and services.

   b. Have brief oral reports on the mints, the bureau of engraving and printing, and detection of counterfeit money.

   c. Call attention to the fact that checks constitute a much greater volume of the money supply than currency or coins. Supplement this with a simple class exercise in writing checks correctly.

7. The banks (Text, pages 445-447)

   a. Approach the study of banks by noting the uses that the students and their families make of banks.

   b. Show various ways in which businessmen and governments use banks.

   c. Explain the function of the Federal Reserve System as the "bank's bank."

8. Monetary and fiscal policy (Text, pages 447-449)

   a. Define inflation and deflation again; show why they occur and their effects.

   b. Explain how the Federal Reserve System influences inflation and deflation; control of credit by (1) regulating interest rates and member bank reserves and (2) encouraging the buying of government bonds.

   c. Consider the effect of government taxing and spending on the United States economy.

   d. In connection with inflation and deflation, students should understand the following terms not mentioned in the textbook: (1) money wages, (2) real wages, and (3) purchasing power of the dollar.

C. The consumer dollar

1. Introduction (Text, pages 474-476)

a. Define "consumer," and explain the consumer's influence on the economy.

b. Teacher may want the students to keep individual records of personal expenses for perhaps a week (anonymously), to use for the motivation and discussion.

c. To get at the problem of organizing a budget, determine the main expenses of a family. If desired, refer to chart on page 126 of workbook.

2,3. Buying wisely (See Appendix for sample lesson.) (Text, pages 477-480)

a. One or more students can give brief oral reports based on consumer magazine articles; relate the selection of articles to student interests.

b. Draw up a list of considerations to be used in wise purchasing, including the advantages and disadvantages of discount houses and trading stamps.

c. Have the students bring in labels and advertisements which can be used to analyze the quality of products and misleading advertising.

4. Consumer credit (Text, pages 481-483)

a. Define credit; emphasize the great increase in credit buying. (Before World War II, there was not very much credit buying. However, by 1959 a person was paying 12 per cent of his take-home wages for debts.)

b. Explain and contrast (1) charge account, (2) installment plan, and (3) revolving credit plan (personal loans).

c. Teacher may want to demonstrate the operation of a house mortgage as another credit plan (not in text).

d. Decide with the class how to use credit to advantage--true interest rates, for example.

5. Savings (Text, pages 483-486)

Use the chart on page 131 in the workbook to develop this material on the blackboard or otherwise.

6. Types of insurance (Text, pages 486-488)

a. Clarify the following: (1) premium, (2) beneficiary (not in text), (3) term insurance, (4) whole-life insurance, (5)

endownment insurance, (6) collision and liability insurance.

b. Accent the growing use of health care plans by having a panel discussion on private health insurance and government-aided programs.

c. Re-emphasize the fact that social security has certain insurance features.

D. The work force of the United States

1. Significant changes (Text, pages 452-457)

a. Employ the chart on page 120 in the workbook to help the students understand the reasons for these changes.

b. Teacher may want to expand the civil service aspect here by detailing the procedure for obtaining a civil service job in the Federal, state, and local governments.

2. Historical Development of labor unions (Text, pages 457-458)

Trace the main steps in the rise of labor unions. Teacher may want to interject the contributions of labor leaders and events not mentioned in the text.

3,4. Labor union activities (Text, pages 458-464, 470-471)

a. Have students bring in examples, from newspapers and magazines, related to labor unions.

b. Describe the operation of collective bargaining and labor contract provisions.

c. Examine the practices followed when labor-management relations break down.

d. Point out the variety of recent services provided by unions for their members.

e. Indicate the extent of union political activity.

5,6. Government and labor (Text, pages 465-470)

a. Study the cartoons on pages 465 and 469 and get student reaction; bring out the public's role here.

b. Note the means by which the government aids workers--child labor regulations, etc. (Text, pages 465-468)

c. Identify the essentials of the Wagner Act, Taft-Hartley Act, and Landrum-Griffin Act (Labor-Management Reporting and Disclosure Act). If possible, relate to the current situation.

E. Finding a place in the work force

1. Exploratory introduction (Text, pages 299-305)

   a. Have the children evaluate, through comments, why certain people work in specific occupations. From the students' backgrounds, they may reveal such reasons as money, creativity, family influence, military service, circumstances, and chance.

   b. Stress the trend toward more scientific measurement of the various elements which make up occupational choice. Refer to studies by social scientists.(Text, pages 301, 303)

2. Self-appraisal (Text, pages 305-310)

   a. To examine the personal interests of your class, use the following activity or a variation: each student should make a simple chart anonymously, listing his main activities at home, in school, and in the community, indicating which of these activities he likes most and least.

   b. Using the experience which the student already has with the Kuder Preference Record, clarify the terminology in the chart on page 309 and in the student's own Kuder profile. This would be more effective if each student had his own copy.

3,4. Interests and fields of work (Text, pages 310-312)

(Students should bring their Kuder profiles again.)

   a. Teacher can put a few profile examples on the board. Using these, students could play the role of employment interviewers and explore the relationship between interests and jobs.

   b. At this point, teacher could introduce other factors connected with the knowledge of occupations--aptitude, intelligence, health, personality, and social skills. Teacher may want to define and elaborate on some of these aspects. (Text, pages 317-378)

5. The job market (Text, pages 378-382)

   a. Students should be made aware that certain types of jobs can be classified together. Explain the titles of the eleven categories in the Census' Bureau list. (Text, page 380)

   b. Examine the graphs on page 381; what meaning do they have for your students?

6,7. Detailed study of occupations (Text, pages 382-386; useful supplementary material--a class set of *Work Opportunities in Greater Pittsburgh* [obtainable from counselor])

a. Here the teacher may prefer to have each student study a specific occupation in detail, which may involve much more time. Use the library for an introduction to available materials. These individual studies may be shared later as oral reports.

b. An alternative approach would be to have each student read about one occupation in class, using materials from the library and the counselor. Note the many suggestions about Federal government materials in the text. The following day, share the information, using the outline on pages 382-383 as a guide.

8. Job preparation (Text, pages 386-397)

Note: The amount of attention you give to various parts of this material depends on the applicability to your students: college bound, vocational, technical, commercial, or other programs.

9. Obtaining a job (Text, pages 397-400)

a. Set up a class demonstration to illustrate the "do's and don'ts" of a job interview. Follow this with constructive criticism from the class "audience."

b. Other considerations of getting a job should be highlighted--being turned down, writing a letter of application in answer to an ad, using the various types of employment agencies, filling out application forms (see sample, page 107 in workbook).

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"Changing Careers in a Changing World," *World Week,* Volume 4, Number 9, November 7, 1962, pages 11-41.

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Audio-Visual Aids

Films

Agriculture Story, The
Andrew Carnegie
Capitalism
Choosing Your Occupation
College: Your Challenge
Consumers Want to Know
Crossroad, U.S.A.
Distributing America's Goods
Dropout, The
High School: Your Challenge
How to Keep What We Have
It Takes Everybody to Build This Land
Labor Movement: Beginnings and Growth in America
Most for Your Money
Productivity--Key to Plenty
Sharing Economic Risks
6000 Partners
Union Local
What It Means to Be an American
What We Have
Your Earning Power

Filmstrips

Our Growing America
Steel and the Nation
U.S. and U.S.S.R.--An Economic Overview, The
U.S.S.R. (Russia): People and Geographical Background (Filmstrip Number 2, People and Consumer Goods.)

UNIT IV. SOCIAL TRENDS

A. Conservation

1. Saving the soil (Text, pages 492-495)

   a. Call attention to the following terms, with rough board diagrams where necessary: conservation, natural resources, topsoil, contour farming, crop rotation, terracing, erosion.

   b. Describe the effects of the "dust bowl" situation of the 1930's.

2. The water supply (Text, pages 495-499)

   a. To impress the class with the importance of water, build a list on the board of its uses: drinking water, power, recreation, etc.

   b. Note the growing shortage of water by stressing (1) increasing needs of our population, (2) provision for runoff, and (3) stream pollution (apply to the Pittsburgh area).

   c. One student could explain the operation of a dam. Teacher should point out the benefits of such projects by referring to the TVA.

3. Other resources (Text, pages 500-506)

   For variety, arrange for the following activities in class: a national parks map (see workbook, page 136); brief oral reports on United States Forest Service, a visit to a government park, the United States Bureau of Mines, air pollution in Pittsburgh; a table comparing the chief natural resources of the United States with other countries; oral book report on Rachel Carson's *Silent Spring* or another book dealing with insecticides.

4. New resources (Text, pages 507-511)

   a. Describe recent developments in atomic energy for peaceful use, solar energy, synthetics (nylon, rayon), ocean sources for food and water.

   b. Look for local examples of conservation, both actual and proposed--flood control, fire prevention, etc.

B. Family life

1. The early days (Text, pages 28-31)

   For this lesson and the next, students should construct a chart contrasting early and modern family life based on these aspects: (1) making a living, (2) size of family, (3) father's role, (4) mother's role, (5) child's role, (6) social activity, (7) pro-

viding food, clothing, and shelter, and (8) dependence on others. Caution the students that even in early times, rural life was different from urban life.

2. Modern times (Text, pages 31-35)

Complete the chart begun in previous lesson.

3. The family and its problems (Text, pages 36-41)

Teacher could present any of the following family problems in whatever manner seems suitable (brief oral reports by students, speakers from community agencies, movies, etc.): divorce, crime, alcoholism, educational costs, gambling, money problems.

4. The American home (Text, pages 43-47)

a. Examine the chart on page 45 carefully noting the many improvements that families enjoy.

b. Apply the material on housing codes, slum clearance, and the effects of substandard living to the Pittsburgh scene.

5. Family relationships (Text, pages 48-51)

Teacher can conduct an open discussion on such issues as dating, allowances, favoritism, pay for household chores, morals, and respect for others.

C. Religious life in America

1,2. Introduction and history (Text, pages 54-66)

a. Get class reactions to pictures on page 54.

b. Define religion, and indicate its place in man's history.

c. It should be stressed that (1) some colonies were founded by religious groups, (2) in many colonies, one religious group tended to dominate life, and (3) there were sharp differences among the many religious groups. To develop all of this, emphasize the significance of the following: Dissenters, Pilgrims, Puritans, Quakers, Roger Williams, William Penn, John Wesley, Thomas Jefferson.

d. Note the unusual features of "frontier" religion by calling attention to the Catholic missionaries, the circuit rider, and the Mormons.

3,4. Religion today (Text, pages 66-73)

a. Make a simple chart showing the main religions in the United States today and the groupings within them; the trend toward more membership in organized religious bodies should be noted.

b. Have the students give short oral reports on religion-inspired activities in the Pittsburgh area and elsewhere. (Students could arrange for personal interviews.)

c. Reread page 55 to launch a discussion on the interpretations of the First Amendment and on its bearing to current issues, such as Bible reading and prayers in public schools, and financial aid to nonpublic schools.

D. The United States population

1,2. Composition (Text, pages 76-82)

a. Define immigration, migration, and emigration (not in text).

b. Examine the make-up of the United States population in 1810, 1870, and 1910. Point out major reasons for immigration. (See graph, page 84.)

c. Some students can give oral reports on (1) books dealing with the immigrants' life, (2) Statue of Liberty, Castle Garden, Ellis Island, and (3) personal accounts obtained from relatives.

3,4. Immigration and naturalization (Text, pages 83-92)

a. Explain the terms alien, quota, national origins, descent, refugee; debate the question of immigration restrictions noting that it is not as easy to enter this country as it once was.

b. Let each student in the class imagine that he is a recent immigrant; what steps would he have to take to become a citizen?

c. The teacher or a student might explain the procedure followed to obtain a visa and passport for travel.

d. Apply to the Pittsburgh area the process of easing an immigrant into a community; identify such aids as Americanization classes, intercultural and church-sponsored activities.

5. The American heritage (Text, pages 92-98)

a. Stress the continuous appeal which the United States has held for immigrants. Only once, during the depression years of the 1930's, have more people left the country than entered.

b. Have a committee make a blackboard map of the United States showing where the heaviest concentrations of nationalities settled and their main contributions; supplement this with a committee report.

c. To appreciate the contributions to our heritage, organize the following activity: Each student should write a brief

"Who Am I?" sketch of some famous person, past or present, either an immigrant himself or a representative of a minority. Select best examples for a "Who Am I?" game in class.

6. Population changes (Text, pages 98-102)

a. Explain the terms birth rate, death rate, life expectancy (not in text); try to interpret for the students the underlying reasons for changes in these rates, using the graph on page 99.

b. Have the class consider recent population shifts within our borders and the reasons for them; utilize map, page 100.

c. Recalling information from the year-long study of the text, underscore the ever-increasing improvement of the individual in our society (income, education, etc.).

E. Community life in the United States

1,2. Introduction (Text, pages 104-113)

a. Define the terms community, rural, urban, municipality, metropolitan areas.

b. Note the long-term population shift from rural to urban areas and the more recent move to the suburbs; encourage the class to annalyze these movements.

c. Classify all American communities according to type of activity (usually economic); build this classification on the board, using the chart on page 29 of the workbook; teacher may want to add one additional type of community--residential. Students should describe and give examples of these community types--both local and national scope.

d. To get at the nature of a specific community and its people, utilize all or part of the profile on page 113. Pittsburgh or a neighborhood area could be studied here.

3. The smaller communities (Text, pages 114-119)

a. Emphasize the influence of transportation and communication in breaking down community isolation; however, note that some isolated communities tend to remain relatively unchanged.

b. Examine community decline by using examples in Pennsylvania and West Virginia.

4. The big city (See Appendix for sample lesson.) (Text, pages 119-123)

a. Define city, metropolis (The big city itself)

b. Draw up a list of the distinguishing characteristics (including problems) of a large city, and use it as a yardstick for Pittsburgh. Then compare with the advantages and disadvantages of rural areas.

c. To understand the make-up of a large city, it may be possible for the teacher to obtain a class set of city-of-Pittsburgh maps from a gas station. Point out the smaller communities within the city--East Liberty, North Side, etc.

5,6. The metropolitan area (Text, pages 123-128)

a. Reclarify the term "metropolitan area" as meaning the official central city and all the smaller surrounding communities which mainly depend on it; define suburb, noting that this includes both old and new communities (Homestead and Monroeville); develop the popular term "suburbia," which suggests newer residential communities with younger families.

b. To illustrate the concept of metropolitan area, use again the Allegheny County desk outline map. Complete the map in order to identify Pittsburgh's metropolitan area. Refer also to the maps in the text, pages 124 and 126.

c. Using the topic "Big City Life vs. Suburbia," let each student defend his position by writing 300 words or less. Select some of the papers and read them to the class (keep them anonymous, if you wish).

* * * * * * * * * * *

The committee has chosen to emphasize three main phases in this course: Government, Economics, and Social Trends. Some teachers may now want to use the remaining text material, pages 515-578, or other materials, to treat additional topics, such as United Nations, community organizations, leisure time, public health, foreign relations, crime, public safety, transportation, and communication.

Readings for Teachers

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Graham, E. H., and Van Dersal, W. R., *Water for America, the Story of Water Conservation.* New York, Oxford University Press, 1956.

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Audio-Visual Aids

Films

American All
Beyond Tomorrow

Boundary Lines
Cities--How They Grow
Cities--Why They Grow
Community Health and You
Conservation Road: Story of Our Natural Resources
Immigration
Make Way for Youth
Man of Action
Population Patterns in the United States
Urban Sprawl
U.S. Community and Its Citizens
Valley of the Tennessee
Wastages of Human Resources
Water for Farm and City
What Makes a Community Great
Who Are the People of America
Your Family

Filmstrips

Why and How Cities Grow
Water Resources--America Faces a New Problem

APPENDIX

SAMPLE LESSONS

Nature of the United States System of Government*

Previous day's assignment: read pages 189-193

A. Nonwritten portion of assignment

1. Students should be ready to discuss these terms:

   a. Federalism
   b. Separation of powers (Federal and state)
   c. State rights
   d. Judicial interpretation (judicial review)

2. Students should understand the growth of the Constitution by custom and usage.

B. Written portion of assignment

1. Students will complete the chart entitled "Federal Branches Check and Balance Each Other" (see next page).

2. Work assigned to reverse side of chart:

   a. Explain the purpose of the check-and-balance system.
   b. Separation of powers (within the central government)

      (1) Identify the three divisions.
      (2) State the function or duty of each.

   c. Explain the two methods outlined in the Constitution by which an amendment is proposed and ratified. Which of the methods has never been used?

Aims

A. To obtain a clear concept of two great principles of our system--federalism and separation of powers

B. To recognize the advantages of our check-and-balance system

C. To realize that our system (Constitution) continues to develop

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*Unit I. United States Government--Structure and Function, part A. Federal government, lesson 3.

THE FEDERAL BRANCHES CHECK AND BALANCE EACH OTHER

Branches	Executive	Judicial	Legislative
EXECUTIVE		1.	1. 2. 3.
JUDICIAL	1. 2.		1. 2.
LEGISLATIVE	1. 2. 3.	1. 2. 3.	

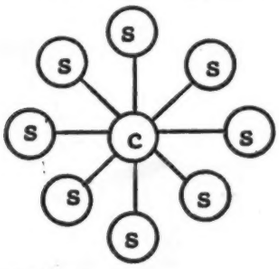
Procedures and activities: class discussion of the assignment

A. Concept of federalism

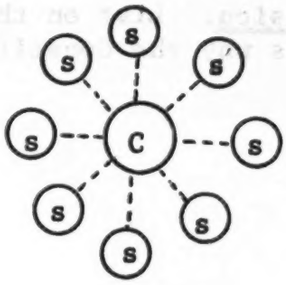
1. Teacher might ask class for the difference between a confederation and a federation.

2. After class contributions, teacher could summarize with simple chalkboard diagrams.

Unitary government
People thrown into a single mass under one government



Federation
Body of states tied closely to the central government
National-state division of powers--states to a considerable extent independent



Confederation
Body of states tied loosely to central government--powers concentrated in the hands of the states

B. Concept of separation of powers

1. Have class turn to chart on page 190 to pursue national-state division of powers.

2. Ask the class who or what determines state powers. Note that the Constitution is a written constitution and powers are not delegated by the national government.

3. Give examples of current situations that involve separation of powers.

4. Clarify: separation of powers is vertical as well as horizontal.

C. Check-and-balance system

1. Ask for the purpose and advantages.

2. Ask how Congress might check its own power (not in text).

D. Continued development of the Constitution

1. Ask for three methods of keeping the Constitution up to date.

2. Give current examples of judicial review.

3. Ask the class why it has been said that the "Supreme Court is the Constitution."

Conclusion: List on the blackboard, using class contributions, the reasons why the Constitution is an instrument of democracy.

Buying Wisely*

Aim

To demonstrate basic considerations followed by the wise consumer in purchasing products

Previous Preparation

1. All students were to read pages 477-480 in text. (This had been assigned the previous day for outside-of-class reading.)

2. Three students were chosen one week earlier to read one or more articles in any of the consumer magazines and give a five- to ten-minute report to the class.

3. Five students had volunteered the previous day to bring in either labels from products or misleading advertisements.

Procedures

1. To open class, ask "How do people make up their minds to buy a certain product--brand of gum, shoes, car, etc.?" Have one student go to the board and list ideas from class--habit, television, commercial, friend's opinion, necessity, price, etc.

2. Point out that the consumer sometimes plays the role of "detective" --makes comparisons, checks performance, asks other consumers, etc. Use this to introduce the three oral reports on consumer magazines. Class should listen closely, save remarks and questions until each report is finished. Encourage speakers to use board and quote briefly from magazines.

3. Follow with an evaluation of such magazines--their place in wise buying, objectivity, etc., getting reactions from speakers and the rest of the class.

4. Emphasize that consumer magazines would be just one consideration in buying goods. Proceed by asking class for other considerations. Try to include most or all of the following: planning before buying, comparison of prices, guarantees, "sale" items (have class turn to page 479 in text for comment on picture), testimonials from friends or sales clerks, value of labels.

5. In connection with labels, ask students who brought them in to describe them to class, noting helpful information and instances where shopper must use care in reading labels.

6. Other students can now show misleading advertisements to the class. Stress that this is not meant to discredit businessmen,

*Unit III, part C, lessons 2 and 3. Note that this lesson is for <u>two</u> days.

but merely to make consumer aware of good and bad practices. Students should be specific here: quote from ad, explain why it is misleading, point out harm to honest advertisers and what can be done.

7. For remaining time, deal with two current selling practices--discount houses and trading stamps. Ask if any student or his family has bought discount products. Draw out pros and cons of these two practices, and others which have appeal and value for the class.

8. Make brief conclusion for this lesson done over the past two days. Give assignment related to this, on consumer credit, for next day.

The Big City*

Aims

A. To define and explain rural (country), urban (city), and metropolis (big city)

B. To focus (by contrasting) on the advantages and disadvantages of living in a rural area; in a big city

C. To make the lesson realistic and valuable by relating to living in Pittsburgh; by relating to how Pittsburgh has attempted to solve some problems

Previous Preparation

Previous day's reading and studying assignment: pages 119-123 in text

As you read, be sure to list in your notes the characteristics and features, advantageous and disadvantageous, of <u>big-city</u> living. Think of contrasting your life in Pittsburgh with that of life in the <u>rural area or country</u>.

Procedure

A. The following information should be on the blackboard:

1. <u>Rural</u> (country) refers to a small place where the population is less than 2,500.

2. <u>City</u> (urban) refers to (in the United States) a municipal corporation occupying a definite area and subject to the state from which it derives its powers. It has a population above 2,500.

3. <u>Metropolis</u> refers to a big city where the population is above 100,000 and may run close to 8,000,000.

4. Big cities in the United States (by population)--1960 census figures:

New York	7,781,984	Washington	763,956
Chicago	3,550,404	St. Louis	750,026
Los Angeles	2,479,015	Milwaukee	471,324
Philadelphia	2,002,512	San Francisco	743,016
Detroit	1,670,144	Boston	697,197
Baltimore	939,024	Dallas	679,684
Houston	938,219	New Orleans	627,525
Cleveland	876,050	Pittsburgh	604,332

B. Read together the definitions on the board and discuss with class: Of what does country (rural) make you think? Of what does city (urban) make you think? Have two student secretaries record the students' words or short phrases under columns marked <u>city</u> and

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*Unit IV, part E, lesson 4

country.

C. Using a map of the United States have various students come to the map to identify the big cities listed on the board. Point out that forty million Americans live in about 130 such big cities.

D. Divide class (by rows 1, 3, 5, and 2, 4, 6). First group write, in 5 minutes, all the advantages gained by residing in Pittsburgh; second group write, at the same time, all the disadvantages a Pittsburgher might have.

E. Teacher act as secretary and list on board pupils' conclusions on advantages; on disadvantages. Aim for a great variety and contributions from the largest number of students.

F. As a summary, check back with class to see if their readings on pages 119-123 reveal the authors' conclusions to be generally the same for all big cities as we had identified for Pittsburgh.

G. The next assignment which might be included with the study of the metropolitan area

In 200-300 words write how Pittsburghers have (since 1950) attempted to solve some of their problems. Select one:

a. Slum clearance
b. Improved public and private housing
c. Greater educational and cultural opportunities
d. Smoke control and clean air
e. More playgrounds, parks, and swimming pools
f. "Youth group" workers and specially trained police
g. Better traffic control and safety measures
h. Improved fire fighting techniques and equipment
i. Increased private and public health centers and Health-O-Rama

Unemployment Insurance Under State Laws, July 1, 1963

(Including 1963 Amendments Effective After June 1)

	Average Weekly Benefit Paid for Total Unemployment 1962[1]	Maximum Weekly Benefits[2]	Average Weekly Wages in Covered Employment 1962[3]	Basic Maximum Weekly Benefit as a Percentage of Average Weekly Wages: Now	1939	Duration of Benefits by Weeks[4]	Percentage of Claimants Who Exhausted Benefits 1962[1]	Estimated Average Employer Tax Rate, 1963: Percentage of Taxable Payrolls[5] (1939=2.7%)	Percentage of Total Payrolls (1939=2.7%)
United States	$35		$98				27%	2.3%	1.4%
Alabama	25	$32	80	40%	87%	13-26	39	2.1	1.4
Alaska	37	45-70	150	30	41	15-26	30	2.9	2.5
Arizona	31	35	100	35	61	10-26	23	1.5	.9
Arkansas	23	35[7]	68	51[7]	95	10-26	28	1.4	1.1
California	42	55	111	49	50	15-26[6]	26	3.1	2.0
Colorado	42	48[7]	96	50[7]	62	15-26	24	1.3	.8
Connecticut	37	45-67	103	44	56	12-26[6]	30	2.1	1.2
Delaware	38	50	108	46	58	11-26	28	2.2	1.3
Washington, D. C.	30	49[7]	98	50[7]	59	11-26	32	1.0	.6
Florida	27	33	84	39	81	10-26	37	1.3	.9
Georgia	27	35	77	45	87	9-26	35	1.4	1.0
Hawaii	39	55	84	65	85	26	21	1.3	.9
Idaho	36	45[7]	86	52[7]	82	10-26[6]	31	2.1	1.4
Illinois	38	38-59	108	35	56	10-26[6]	32	2.1	1.2
Indiana	31	36	102	35	58	6-26	35	1.2	.7
Iowa	31	30-44	89	34	67	10-26	28	.8	.5
Kansas	35	45[7]	91	50[7]	66	10-26	25	1.2	.7
Kentucky	30	40	86	47	69	15-26	31	2.0	1.3
Louisiana	30	35	87	40	90	12-28	46	2.0	1.3
Maine	23	34	80	43	74	26	16	2.3	1.5
Maryland	31	38-46	90	42	65	26	25	3.2	2.0
Massachusetts	37	40 & up[8]	92	43	57	8-30	25	2.6	1.6
Michigan	36	30-55	113	26	53	9-26	28	3.0	1.6
Minnesota	29	38	95	40	62	18-26	27	1.5	.9
Mississippi	24	30	69	44	97	12-26	30	2.4	1.8
Missouri	32	40	95	42	61	10-26	23	1.5	.9
Montana	31	34	88	39	60	13-26	32	1.9	1.2
Nebraska	31	34	87	39	66	8-26	26	1.3	.8
Nevada	37	37.50-57.50	110	34	57	10-26	24	2.7	1.9
New Hampshire	29	40	82	49	70	26	13	1.6	1.1
New Jersey	38	50	106	47	55	13-26	29	2.5	1.4
New Mexico	29	36	91	39	73	18-30	24	1.4	.8
New York	38	50	107	47	51	26	20	3.3	1.8
North Carolina	23	35	73	48	89	26[6]	19	1.6	1.2
North Dakota	31	43[7]	81	52[7]	69	18-26	18	2.5	1.7
Ohio	41	42-53	106	40	54	18-26	25	2.1	1.2
Oklahoma	26	32	88	36	61	10-39	33	1.9	1.2
Oregon	35	40	96	42	53	10-26	25	2.7	2.0
Pennsylvania	32	40	95	42	60	30	24	3.2	1.9
Rhode Island	30	36-48	84	43	70	12-26	24	2.7	2.0
South Carolina	25	37[7]	71	52[7]	99	10-22	36	1.3	1.0
South Dakota	30	34	86	38	69	7-24	31	1.2	.8
Tennessee	24	36	80	40	78	12-26	37	1.8	1.2
Texas	28	37	89	41	65	8-26	42	.9	.5
Utah	35	46[7]	91	51[7]	70	10-36	22	2.0	1.2
Vermont	29	42[7]	82	51[7]	66	26[6]	23	1.8	1.2
Virginia	25	34	81	42	74	8-20	39	1.0	.7
Washington	32	42	105	40	57	15-30	22	2.7	1.6
West Virginia	22	35	96	33	59	26	25	2.7	1.7
Wisconsin	40	53[7]	99	53[7]	55	12-34	36	1.6	.9
Wyoming	43	45[7]	89	50[7]	78	12-26	30	2.7	1.7

[1] Calendar 1962

[2] Where two figures are shown, the larger includes maximum dependents' allowances.

[3] Fiscal 1962

[4] Where two figures are shown, the lower represents the shortest possible duration. In most states this is the entitlement of a claimant with minimum weekly benefits and minimum qualifying wages. But in ten states a higher than minimum weekly benefit amount may result in shorter duration where the distribution of earnings are concentrated in the high quarter.

[5] Taxable wages have remained at the first $3,000 of employes' earnings since 1939, except in Tennessee ($3,300); Delaware, Hawaii, Idaho, Massachusetts, Nevada, Rhode Island, West Virginia ($3,600); California ($3,800); Utah ($4,200); Alaska ($7,200); and Oregon ($3,600 or $3,800, depending on level of reserve).

[6] Benefits are extended when unemployment in state reaches specified levels in California, Connecticut, Idaho, Illinois and Vermont, by 50%, and in North Carolina, by 8 weeks.

[7] Maximum weekly benefit is determined as specified percent of average weekly covered wages: Arkansas (50%), Washington, D. C. (50%), Kansas (50%), North Dakota (50%), South Carolina (50%), Utah (50%), Vermont (50%), Idaho (52.5%) and Wyoming (50%); semi-annually in Wisconsin (52.5%), and Colorado (50% of average weekly wage in selected industries). The base years used for setting the maximum are not necessarily the fiscal 1962 used in this table, which explains why the percentage figure in the fourth column may vary slightly from the statutory percentage.

[8] Augmented amount includes $6 per dependent up to individual's average weekly wage.

Publication No. 36-G

AFL-CIO, 815 16th St. N.W., Washington 6, D. C.

Workmen's Compensation Under State Laws, June 1, 1963

Jurisdiction	Temporary Total Disability [1]		Death Benefits		Maximum [2] Medical Care	Benefits for Vocational Rehabilitation	Coverage of Occupational Disease
	Intended Benefit as % of Weekly Wage	Actual Maximum Weekly Benefit Allowed	Maximum Duration in Weeks	Maximum Total Payments			
Alabama	55-65%	$33	300	$9,900 [13]	1 yr.—$1,800	No	([3])
Alaska	65	100	W,C-18 [4]	.....	.....	Yes	Full
Arizona	65 [5]	150 [6]	W,C-18 [4]	.....	([8])	Yes	Limited
Arkansas	65	35	450	12,500	([7])	Yes	Full
California	61 3/4	70	269-315	17,500-20,500	.....	No	Full
Colorado	66 2/3	43.75	312	13,693-16,980	6 mos.—$2,500	No	Limited
Connecticut	60	55 [6]	W,C-18 [4]	.....	.....	Yes	Full
Delaware	66 2/3	50	400 [9]	.....	.....	No	Full
District of Columbia	66 2/3	70	W,C-18 [4]	.....	.....	Yes	Full
Florida	60	42	350	.....	.....	Yes	Full
Georgia	60	37	400	.....	$2,000 [10]	No	Limited
Hawaii	66 2/3	75	W,C-18 [4]	25,000 [11]	.....	Yes	Full
Idaho	55-60	32-52	400, C-18 [4]	12,000	.....	No	Limited
Illinois	65-80	51-61	W,C-18 [4]	13,500-17,500	([7])	No	Full
Indiana	60	42	400	16,500 [12]	.....	No	Full
Iowa	66 2/3	34-50	300	12,000	.....	No	Limited
Kansas	60	42	W,C-18 [4]	15,000	120 days [13]—$4,000	No	Limited
Kentucky	65	38	400	13,600	$2,500 [14]	No	Full
Louisiana	65	35	400	.....	$2,500	No	Limited
Maine	66 2/3	39	300	11,700	30 days—$100 [7] ([37])	Yes	Limited
Maryland	66 2/3	48	500	15,000	.....	Yes	Full
Massachusetts	66 2/3	50 [16]	400, C-18 [4]	16,000	.....	Yes	Full
Michigan	66 2/3	33-57	450	.....	.....	No	Full
Minnesota	66 2/3	45	W,C-18 [4]	17,500	.....	Yes	Full
Mississippi	66 2/3	35	450	14,500	.....	Yes	Not by Statute [21]
Missouri	66 2/3	47.50	W,C-18 [4]	16,500	.....	Yes	Full
Montana	50-66 2/3	29-50	500	.....	36 mos.—$2,500 [15]	Yes	([3])
Nebraska	66 2/3	37	325	.....	.....	No	Full
Nevada	65-90	41.25-57.12	W,C-18 [4]	.....	([7]) ([38])	No	Full
New Hampshire	66 2/3	42	341	14,322	.....([39])	No	Limited
New Jersey	[18]	45	350, C-18 [4]	.....	.....	Yes	Full
New Mexico	60	38	500	20,000	5 yrs.—$3,000 [17]	No	Limited
New York	66 2/3	55	W,C-18 [4]	.....	.....	Yes	Full
North Carolina	60	35	350	10,000	.....([7])	No	Limited
North Dakota	80	45-60	W,C-18 [4]	.....	.....	Yes	Full
Ohio	66 2/3	49	.....	15,000-18,000	.....	Yes	Full
Oklahoma	66 2/3	35	.....	13,500	.....	No	Limited
Oregon	50-75	32.31-66.92	W,C-18 [4]	.....	.....	Yes	Full
Pennsylvania	66 2/3	47.50	350 [9]	.....	6 mos.—$450 [18]	Yes	Full
Puerto Rico	66 2/3	35	W,C-18 [19]	9,000	.....	Yes	Full
Rhode Island	60	40	600	.....	.....	Yes	Full
South Carolina	60	35	350	10,000	.....	No	Full
South Dakota	55	38	.....	10,000-13,000 [20]	20 wks.—$1,700 [21]	No	Limited
Tennessee	65	36	W,C-18 [4]	14,000	1 yr.—$2,500	No	Limited
Texas	60	35	360	.....	.....([7])	No	Limited
Utah	60	40-54.25	312	11,491-14,046	.....([9])	Yes	Full
Vermont	66 2/3	36 [22]	330	11,880	$5,000 [7]	No	Limited
Virginia	60	37	300	11,100	60 days [23]	No	Full
Washington	....	38.11-71.59	W,C-18 [4]	.....	.....	Yes	Full
West Virginia	66 2/3	38	W,C-18 [4]	.....	$2,400 [24] [7]	Yes	Full
Wisconsin	70	60	400 [25]	17,144 [25]	.....	Yes	Full
Wyoming	66 2/3	40.39-60	W,C-18 [4]	10,000-17,000	.....	No	Not by Statute
U. S. Civil Employes	66 2/3-75	121.15	W,C-18	.....	.....	Yes	Full

[1] The lower figure represents the benefit for a single worker; the higher the maximum for workers with dependents.

[2] Benefits may not exceed period of time or amounts indicated.

[3] Covers only specified dust or pulmonary diseases and/or diseases caused by the inhalation of poisonous gases or fumes.

[4] "W" means payment to widow until death or remarriage; "C" means payment to children until age specified.

[5] Plus $10 per dependent per month.

[6] Limited benefits for occupational disease in Arizona and Utah.

[7] Limited benefits for silicosis and asbestosis in Arkansas, Illinois, Maine, Nevada, Vermont, West Virginia, North Carolina, Texas and New Mexico.

[8] 55 per cent of state's average production wage.

[9] After maximum weeks of payment, reduced benefits may be paid until children reach the age of 18.

[10] An additional $500 may be allowed. In death cases all medical expenses without limitation.

[11] Dollar maximum does not apply to children under 18 nor to unmarried children over 18 for 104 weeks beyond their 18th birthday, if incapable of self-support, nor to unremarried widow physically or mentally incapable of self-support.

[12] Disability benefits already made are deducted from death benefits payable.

[13] In extreme cases the commissioner may require the employer to furnish care for a longer period. In silicosis cases, additional period is limited to 90 days.

[14] Provides $6 additional for each total dependent not to exceed the average weekly wage of the employe.

[15] In cases of occupational disease, no time limit is imposed. If employe with occupational disease is able to continue work while undergoing medical treatment, medical benefit is limited to $1,000. In cases of total disability where the $2,500 is insufficient to meet all hospitalization expenses, additional benefits may be allowed.

[16] Benefits set in accordance with a "wage and compensation schedule period." Under this schedule, the 66⅔ per cent level is substantially adhered to for workers earning wages of $45 a week or less. For workers who earn more, the schedule fixes benefits which are less than 66⅔ per cent.

[17] In accidental injuries up to $15,000 may be authorized. In occupational diseases unlimited amounts may be authorized.

[18] Hospitalization for six months in addition to the $450 total medical and surgical allowance. Replacements for artificial limbs or eye together with continued medical care prescribed by attending doctor are without regard to the limitation in the law.

[19] Children studying until 25.

[20] Or 5 times annual earnings.

[21] An additional $1,200 may be ordered.

[22] Plus $2 for each dependent child under 21.

[23] Commission may extend for an additional period of 2 years.

[24] May be increased by $800.

[25] Additional death benefits payable from state fund for children.

[26] An additional $1,000 on application and showing of need.

[27] Longer period or greater sum may be allowed at the discretion of the commission.

[28] Reasonable medical, surgical, and hospital treatment and supplies, apparatus, artificial members for six months, which may be extended.

[29] Reasonable medical and hospital services or other remedial care for 90 days and additional 90 day periods upon written request to the commissioner. Commissioner may grant extension for aid not to exceed one year.

[30] Commission has discretion to add $1,000 if additional treatment will alleviate or cure.

[31] The one exception is radiation disease.

Source: For a more complete comparison of the laws, write to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for STATE WORKMEN'S COMPENSATION LAWS, Bulletin 161 with supplement. Price 30 cents.

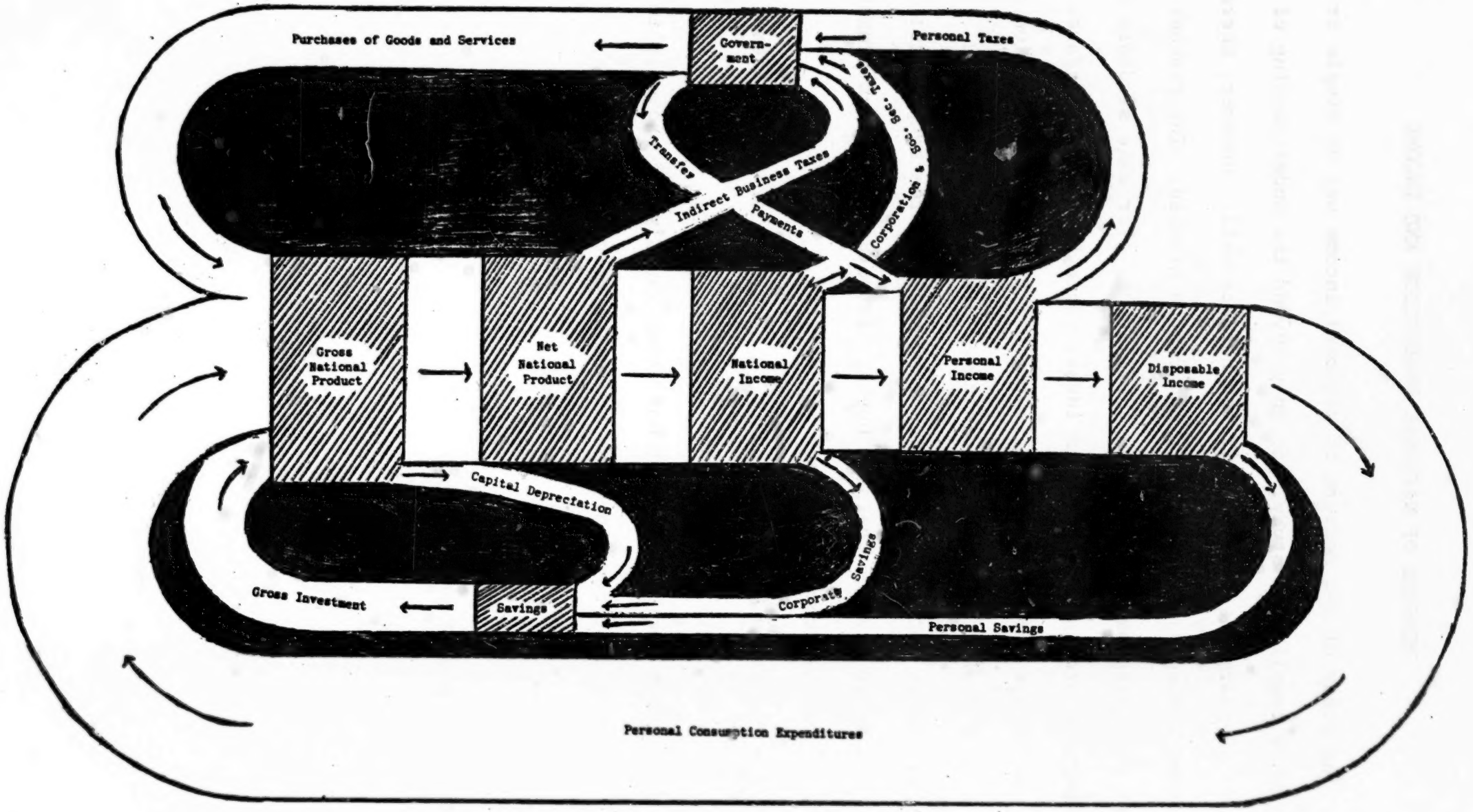
MEASURE OF NATIONAL PRODUCTION AND INCOME

The study of the measure of national income may be simple or an extremely complicated study, not only beyond the understanding of 14- to 15-year-olds but of their teachers as well. However, there are some concepts that are basic and can be grasped. The teacher should adapt this diagram to illustrate these ideas. For able students the teacher can present more complex ideas. Some basic concepts are:

1. Gross National Product is the nation's total production of goods and services, measured in money, in one year's period.
2. Gross National Product is composed of three components: consumer buying, business buying (investment), and government buying (consumption and investment).
3. For Gross National Product to grow, one or all of these components must increase.
4. Gross National Product has grown rapidly but unevenly in the United States since the beginning of our history.

(See Chart on next page.)

THE FLOW OF SPENDING AND INCOME



Unit III, Section A, Lesson 1